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ABSTRACT

Presented are approximately 120 examples of innovative North Carolina educational programs for the following types of exceptional children: deaf-blind, educable retarded, emotionally disturbed, gifted and talented, hearing impaired, learning disabled, physically handicapped, speech and language impaired, trainable retarded and visually impaired. Most listings provide program title, administrative unit, contact person's name, program level, school's and teacher's names along with a brief summary of program components. The programs, recommended for visitation, are grouped geographically by handicapping conditions. (CL)

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U.S. DEPARTMENT OF HEALTH
EDUCATION & WELFARE
NATIONAL INSTITUTE OF
EDUCATION

Exceptional Children

Programs to Visit in the North Carolina Public Schools

1974-75 SCHOOL YEAR

EC072288

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DIVISION FOR EXCEPTIONAL CHILDREN / STATE DEPARTMENT OF PUBLIC INSTRUCTION / RALEIGH, N.C. 27611

PROGRAMS TO VISIT

IN THE

NORTH CAROLINA PUBLIC SCHOOLS

DECEMBER 1974

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FOREWORD

This is the fourth edition of this publication listing some of the programs for exceptional children in the public schools of North Carolina that have interesting and innovative components, as they relate to various types of classroom organization for the instruction of exceptional children in the local administrative units throughout the State.

These programs have been listed because all or part of the program may be of interest to school personnel who may have or may be developing programs that have similarities to the ones listed in this publication. We feel that visitation to one or more of these programs can be an excellent form of in-service training for members of your administrative and instructional staff.

A brief annotation of each program is included in this publication. You are invited to visit the programs listed in this publication after making prior arrangements with the contact person of the local administrative unit in which the program is located.

Theodore R. Drain, Director
Division for Exceptional Children

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DEAF-BLIND
1974-75

Educational District II

Program: Deaf-Blind
Administrative Unit: Howell's Child Care, Inc.
Contact Person: Irene Howell, Director
Level: Preschool and Primary
Components: The program focuses on activities of daily living. These include socialization, self-care skills, sensory skills, mobility, language development and communication skills. The teachers have organized for group and individualized instruction. The program is funded by Title VI-C, EHA.

Educational District III

Program: Deaf-Blind
Administrative Unit: Murdoch Center
Contact Person: John Carlson, Director
Level: Primary
Components: The program demonstrates special aid for the deaf-blind child in moving from an infantile level of dependency to a more self-functioning level. The program has five staff members, with one serving as a lead teacher. The teachers help the children develop physical abilities, understand sensory stimulation and acquire language skills. Behavioral objectives are listed for each child and procedures are conducted to measure the objectives. The program is supported by Title VI-C, EHA.

Educational District VII

Program: Deaf-Blind
Administrative Unit: Western Carolina Center
Contact Person: Jack St. Clair
Level: Preschool and Ages Six through Seventeen
Components: This is a program serving twenty-six deaf-blind youngsters. The program for the young children is built upon an early childhood educational setting where the child is introduced into group activities with other children. In this setting the child learns to relate to objects other than people and to interact with his environment in meaningful ways. The child is given training in self-help skills, socialization, mobility, communication, and sensory skills. The program is funded by Title VI-C, EHA.

EDUCABLE MENTALLY RETARDED
1974-75

Educational District I

Program: Services for EMR Pupils
Administrative Unit: Greenville City
Contact Person: Mrs. Ann Harrison, Coordinator of Programs for Exceptional Children
Level: All levels
Components: The unit utilizes a variety of organizational patterns in response to pupils' needs (resource programs, block programs and self-contained classes). The teachers have developed a wide variety of teacher-made materials for individualization of instruction. Resource rooms utilize methods in diagnostic prescriptive teaching. The special education teachers and the regular classroom teachers have developed an effective working relationship.

The program for 7th, 8th, and 9th graders is a block program in two parts: there is one semester of Language Arts, Math and Social Studies that alternates with one semester of pre-vocational work. There is joint curriculum planning among the teachers. Behavior management is being utilized. The provocational block includes some pupils who might otherwise be excluded from school.

A cooperative arrangement between the sheltered workshop and the school permits pupils to have one-half day instruction in school and one-half day of work experience in the sheltered workshop.

Educational District II

Program: Senior High Class for the EMR
Administrative Unit: Goldsboro City
Contact Person: Mrs. Imogene Freeman, Special Education Coordinator
Level: Senior High
School: Goldsboro High School
Components: A senior high class with a different twist: the class for 10th, 11th, and 12th grade pupils is organized in an open concept with three teachers working with three different groups of pupils. The pupils are grouped by interests and rotate among the teachers for instruction in basic subject areas. During the school day the pupils are integrated into regular classes. There is a cooperative effect to place pupils in occupational and career oriented classes as much as possible.

Educational District II

Program: Team Teaching - EMR and Regular Class
Administrative Unit: Duplin County
Contact Person: Mrs. Louise Mitchell
Level: Sixth and Seventh Grades
School: Rose Hill - Magnolia Elementary School
Teacher: Mrs. Lottie Williams
Components: The teacher of the EMR teams with two regular classroom teachers in a suite serving 60- 85 students, of which 15-20 are identified as exceptional students. This enables the teacher of the EMR to participate in the total curriculum while working toward meeting the individual academic needs of the EMR. The suite has a nongraded, multi-aged organizational structure. Ample opportunities are provided for the indentified EMR students to be fully integrated into regular classroom activities such as art, physical education, music, writing, etc.

Educational District II

Program: EMR Resource Teachers
Administrative Unit: Craven County
Contact Person: Mrs. Barbara Richardson
Level: Elementary and Junior High EMR
Components: In the elementary resource program, the teacher goes into the regular classroom to work with EMR students individually or in small groups on language arts and math skills. Each student, including the EMR, works on a sequentially ordered individualized skills continuum. He must satisfactorily complete a designated number of skills on his level before moving into the next level of skills. The resource teacher provides the regular classroom teacher with follow-up work to be used after she leaves the room.

In the junior high program, language arts is taught in block classes by the resource teacher. A loosely behavior management program is utilized. For math, the resource teacher teams with the math teacher and works with EMR students within the regular classroom setting.

Program: Team Teaching - Secondary EMR
Administrative Unit: Carteret County
Contact Person: Mrs. Orita Tonkens or Mrs. Shirley Babcock
Level: Senior High EMR
School: West Carteret High School
Components: Three teachers team to provide basic subject instruction through a vocationally oriented curriculum. Students rotate to the various learning centers during the day.

Flexibility in the program allows for the integration of students into regular classes for a variety of subjects when appropriate. Through the teachers' ingenuity, many materials are available in the attractive facilities.

Program: High School EMR
Administrative Unit: Lenoir County
Contact Person: Mrs. Sue Sutton
Level: High School EMR
School: North Lenior High School
Teacher: Mrs. Barbara Brown
Components: High school students are enrolled in regular classes for part of their instruction. The special education teacher teaches them the academic subjects. A strong component of the program is pre-occupational training. The teacher has completed a job analysis, and materials have been developed to teach the students skills needed for particular jobs available in the community.

Educational District III

Program: Self-contained Class - EMR
Administrative Unit: Raleigh City
Contact Person: Mrs. Florreiss Turner
Level: Level I, Ages 6 to 8
School: Fuller School
Teacher: Miss Thelma Watkins
Components: Miss Watkins has successfully implemented a semi-individualized program for pupils by effectively grouping and regrouping for instructional purposes. The class is comprised mostly of first year pupils. A unique aspect of this program is the exchange of pupils between regular classroom teachers' classes and Miss Watkins' class. Of particular importance is the wide variety of materials, many of them teacher-made, provided to meet the specific needs of the pupils.

Program: Resource Center
Administrative Unit: Roanoke Rapids City
Contact Person: Mr. Robert Clary
Level: Primary and Elementary EMR
Components: The major activity of the resource center is to design individual reading and math programs for the handicapped. Specific educational strengths and weaknesses are determined

and behavorial objectives are developed for each child. The center assists regular class teachers in carrying out the prescriptions for the children. The emphasis is on integrating the EMR into regular classes.

Educational District IV

Program: Resource - Team Teaching
Adminstrative Unit: Cumberland County
Contact Person: Miss Adella Smith
Level: High School
School: Seventy-First High School
Teachers: Ms. Sylvia Blounty and Ms. Mary Williams
Components: The pupils are enrolled in regular classes. The resource teachers team with the regular teachers to provide services. The pupils attend classes in school for part of the day and work in the community for a part of the day.

Program: Early Childhood, Resource Teacher
Administrative Unit: Richmond County
Contact Person: Mrs. Barbara Thomas, Principal
Level: Ages 5-10
School: West Rockingham
Teacher: Mrs. Linda Coln
Components: This is a very open school architecturally with a curriculum structured around an informal child-centered program. The resource teacher works primarily in two ways: (1) with pupils in the classroom in the presence of other pupils and other teachers and (2) with pupils in a special place. The choice of teaching sites and time schedules is based solely on the needs of pupils rather than a predetermined schedule. The school itself is multi-aged with kindergarten, first and second graders in one grouping, third and fourth graders in another grouping, and fifth and sixth graders representing a third grouping.

The resource teacher has successfully established a tremendous rapport with the regular classroom teachers with whom she shares a joint responsibility for teaching exceptional pupils.

Educational District V

Program: Movement Education
Administrative Unit: Burlington City
Contact Person: Mrs. Maxine O'Kelly
Level: Elementary
Schools: Four (4) elementary schools
Components: Using both the North Carolina physical fitness tests and the

President's physical fitness test, this Title VI-B project focuses on integrating movement education with the total curriculum. For thirty minutes each day, teachers and aides work with each group of pupils on developing and perfecting:

1) Locomotion skills
2) Following directions
3) Body movement skills necessary for successful career-oriented activities
4) Skills necessary to participate in lead-up games

The emphasis on skills training is integrated with a partial integration with regular physical education classes. Another thrust of the project is parental involvement in the area of motor skills exercises which can be done in the home.

Program: Resource Program
Administrative Unit: Chapel Hill-Carrboro
Contact Person: Mrs. Audry Calhoun, Principal
School: Ephesus Road Elementary
Level: Ages 5-7
Teacher: Mr. Don Bailey
Components: A delivery model for serving multi-handicapped pupils in the educational mainstream, this Title VI-B project focuses on the development of individual objectives for pupils in the areas of fine motor, gross motor, language development, self-help skills, social development, and cognitive development.

Detailed records of task-oriented hierarchy of responses to behavioral learning objectives is maintained for each pupil. A weekly conference is held between the regular class teacher and the resource teacher to insure integration of the curriculum.

Parental involvement is sought through the provision of written behavorial learning objectives for individual pupils to be accomplished in the home, bi-monthly written reports, newletters, and a training course for parents.

Program: Pre-vocational Skill Development
Administrative Unit: Winston-Salem/Forsyth
Contact Person: Mr. Doug Carter, Special Assistant for Instruction
Level: Junior High

School: Philo Junior High School
Components: A four-teacher team combines to provide a program that emphasizes prevocational, practical academic skills. The prevocational aspects of the program are twofold. The shop curriculum includes: hand tools, source of materials, safety procedures, repair of motor-bikes, transitor radios, power mowers, electricity and power tools. The home management curriculum includes units in personal grooming, fundamentals of sewing, child care (especially as related to baby sitting) money management, cooking and family relationships.

The academic curriculum is a diagnostic-prescriptive approach that utilizes pupil-teacher contracts serving to individualize instruction in communication and computional skills. Group instruction is used in science and social studies.

Educational District VI

Program: Team Teaching
Administrative Unit: Gaston County
Contact Person: Miss Ruth Angel, Special Educational Supervisor
Level: Ages 7-12
School: Belmont Central
Teacher: Mrs. Crayton and Mrs. Horne
Components: Two innovative, creative teachers structure learning experiences in an open environment for pupils. Centers of interest are stocked with a variety of commerical and teacher-made materials.

As one of the schools receiving the GLASSOR SCHOOLS WITHOUT FAILURE training, the teachers are using the class meeting as a problem solving forum for not only school problems but as a means of studying world events.

Many teacher-made informal inventories are the basis for the development of diagnostic prescriptive teaching. When appropriate, pupils are slowly phased back into regular classes.

Program: Career Awareness
Administrative Unit: Kings Mountain City
Contact Person: Miss Patsy Smith, North Elementary School
School: All Elementary Schools
Teacher: Miss Patsy Smith
Components: Career awareness experiences for elementary age pupils are organized into five modules:

1) Transportation

2) Manufacturing
3) Textiles
4) Business
5) Construction

The modules are rotated among the five schools. Hands-on experiences, field trips, and many audio-visual media are utilized to integrate career awareness into the total curriculum.

Program: Resource Center
Administrative Unit: Charlotte/Mecklenburg
Contact Person: Carol R. Merrell, Principal
Level: 1-3 Ages 6-10
School: Idlewild Elementary
Teachers: Mrs. Ann Farmer, Mrs. Sherry Harrell and Mrs. Joy Murrah
Components: CRAM, Creative Resource Approach to Mainstreaming, is a Title VI-B project designed to combine the expertise of a learning disability teacher, a teacher trained in mental retardation, and a regular classroom teacher in a learning lab to serve pupils with educational problems. Diagnostic-prescriptive teaching focuses on underlining causes of pupil skill deficits. The lab provides a support system to regular classroom teachers by direct services to pupils and consultative and training services to teachers. Each teacher in grades 1-3 will spend one day in the learning lab observing methods and techniques.

Educational District VII

Program: Mainstreaming
Administrative Unit: Iredell County
Contact Person: Ora Carr, Director-Special Education
Level: Elementary
School: Cool Spring Elementary School
Teacher: Mrs. Edna Little
Components: This program has focused on staff development of the regular classroom teachers. The resource room is an important element of the staff development program. The resource teacher uses individualized instructions with centers of interest and peer teaching. There is a cooperative effect with regular classroom teachers as pupils are integrated into regular programs.

Program: Early Childhood
Administrative Unit: Elkin City
Contact Person: Mrs. Carrie Kirkman, Supervisor
Level: Five, Six, Seven and Eight-year olds
School: Elkin Primary School
Components: This Title VI-B project is a unique program for handicapped pupils in that every pupil is entirely in the educational mainstream with the assistance of a resource teacher. The attitudes of the regular classroom teachers toward the exceptional pupils enrolled in their classrooms are to be envied. It is felt that in this porgram for exceptional pupils, the attitudes of all the regular classroom teachers toward the identified handicapped pupils are the same as they are toward all other pupils--a willingness to do all they can to help.

The dissemination and staff development components operate on structured visitation days: the first day's activities include an introduction to the program, visitation of classes, critique, and an explanation of possible staff development activities to be selected for succeeding days. The second and third days' activities are chosen from a list of alternatives in light of the special needs and interests of the participants.

Program: Diagnostic Prescriptive Teaching with Multiple Areas of of Exceptionality
Administrative Unit: Burke County
Contact Person: Steve Huffman, Principal
Level: Grades 4-8
Teacher: Mrs. Pat Yarborough
Components: This diagnostic prescriptive program is designed to incorporate emotionally disturbed, learning disabled and educable mentally retarded pupils. Peer teaching is utilized and has been a contributing factor in changing the attitude toward exceptional pupils.

Program: Elementary Resource-EMR
Administrative Unit: Surry County
Contact Person: Mr. N. L. Smith, Principal
Level: Elementary
School: Flat Rock Elementary School
Teacher: Mrs. Lu Eva Bray

Components: An individualized academic program with much emphasis on cultural arts. The pupils are integrated into the total school curriculum. Community resources are maximized as an integral part of the program.

Program: Resource Consultant
Administrative Unit: Statesville City
Contact Person: Mr. A. E. Peterson
School: Alan D. Rutherford Elementary School
Level: Elementary
Teacher: Mrs. Carolyn Harwell
Components: The special teacher acts as a resource consultant to regular class teachers. With the cooperation and assistance of the regular class teacher, she designs and implements individualized units of instruction for EMR pupils in a team setting. Primary emphasis is placed on building the self-concept of EMR pupils through academic success in the regular classroom.

Program: Work Study
Administrative Unit: Burke County
Contact Person: Ann Clontz, Director-Pupil Personnel
School: East Burke High School
Level: Senior High
Teacher: Chyrl Triplett
Components: This program offers an individualized "mini" course curriculum for EMR students with the courses being taught by regular teachers. Major emphasis is placed on work study. The special teacher acts as a coordinator of the curriculum and the work study program.

Educational District VIII

Program: Secondary Program
Administrative Unit: Haywood County
Contact Person: Brenda Morris, Special Education Coordinator
Level: Grades 10-12
School: Tuscola High School
Teacher: Mrs. Sandra Matthews
Components: There is a cooperative effort between the total school staff and Vocational Rehabilitation to plan and coordinate a comprehesive program for each individual pupil. Work-study as well as out-of-school experience is provided within the school. The special teacher is provided time within the regular school day to supervise the work experience.

Program: Elementary and Junior High EMR Classes
Administrative Unit: Swain County
Contact Person: Mrs. Margaret Rentz, Supervisor, Programs for Exceptional Children
Level: Grades 1-8
School: Almond Elementary School
Teacher: Mr. Jack Williams
Components: This is a county-wide program serving all EMR pupils. It utilizes a team approach where all special teachers work with all special pupils. There is great emphasis on prevocational and hands-on experiences. Projects undertaken are self-supporting and allow the pupils to explore and prepare for future life vocations.

EMOTIONALLY DISTURBED
1974-75

Educational District I

Program: Program TEACCH - Regional Program for Autistic Children and Children with Severe Communication, Learning and Behavior Differences
Administrative Unit: Greenville City/ Pitt County
Contact Person: Patsy S. James, Chairman of Programs for Exceptional Children (Pitt County)
Mrs. Ann Harrison, Chairman of Program for Exceptional Children (Greenville City)

Components: Up to now children in this project have not been served widely in the public schools. The classroom teachers and therapists in the program utilize a developmental approach toward children and have successfully integrated the program within the public school system. Parents are also trained as teachers. A separate facility is also maintained for prescriptive evaluation of the entering child. Children range in age from infancy through school age. Project personnel also work closely with the Regional Developmental Evaluation Clinic and mental health centers.

Program: The Engineered Classroom: Program for Students with Learning and Behavior Problems
Administrative Unit: Currituck County
Contact Person: Dr. Jerry Blake, Superintendent
Level: Elementary
Components: This Title V-B sponsored program replicates the Engineered Classroom pioneered by Dr. Frank Hewett in Santa Monica, California. The program has been demonstrated effectively in working with emotionally disturbed children and youth, successfully returning them to the mainstream of education. It embodies the concept of a sequential development of affective and cognitive skills steps and allows the student to function at any of those levels within the classroom until the last mastery is reached indicating a readiness to cope with all aspects of the classroom and thus mainstream education.

Program: Environmental Studies Program
Administrative Unit: Carteret County
Contact Person: Mrs. Shirley J. Babcock, General Supervisor
Level: Secondary
Components: This program, in the senior high schools of Carteret County, is an alternative to the traditional high school program and makes use of voluntary participation, student/faculty conducted learning experiences and the community as a base

Since it is elected for participation in by students and is open to all students, it has particular appeal and benefit to those who have found the formal high school program difficult to cope with. The program participant's emphasis on the student's responsibility for what is learned and collaborative rather then competitive behavior makes it particularly suited to many secondary level students who have been diagnosed as emotionally disturbed and learning disabled.

Program: Education of Emotionally Disturbed Children at the Elementary and Junior High School Levels
Administrative Unit: New Hanover County
Contact Person: Mrs. Lois W. Nunalee, Chairman of Programs for Exceptional Children
Level: Elementary and Junior High
Components: The program demonstrates the use of self-contained and block teaching approaches and the use of teacher aides. Project personnel work in conjunction with community agencies. The secondary teacher utilizes a contract approach with students.

Educational District III

Program: Bragtown Community Project
Administrative Unit: Durham County
Contact Person: Ted Schwartz
Level: Elementary
Components: Project is integrated into the total school program and attendance area of Bragtown School . Personnel work with students and parents in making an effort to realize and articulate their needs to school and community. Persons are employed by the project for the school and for the community and work in various consultant and direct service capacities to children and parents. The project is directed at increasing the social and academic support for children at all levels of the school and community.

Program: The Wright School
Administrative Unit: Durham City
Contact Person: Mr. Richard Yell
Level: Elementary and Secondary
Components: The Wright School, a Department of Mental Health facility, is a short-term residential program for children with severe learning and behavior problems. Facilities are available for teachers to observe the education of these children, for consultation and for inservice training.

Program: Program for Children with Learning Disabilities and Emotional Disturbance
Administrative Unit: Raleigh City
Contact Person: Mrs. Alice Burrows, Myrtle Underwood School (Preschool)
Clifton T. Edwards, Principal, Myrtle Underwood (Elementary)
Level: Preschool and Elementary
Components: Classroom programs at the elementary level for emotionally disturbed and for learning disabled children. Preschool project (Project Enlightenment) demonstrates educational and preventive approaches. Elementary Level Classrooms demonstrate use of self-contained and block arrangements. Preschool program utilizes a backdrop class of "normal" preschoolers into which problem children are brought for observation and intervention. Facilities are available for observation.

Educational District IV

Program: Program for Emotionally Disturbed Children
Administrative Unit: Cumberland County
Contact Person: Miss Adella Smith, Director, Program for Exceptional Children
Level: Elementary
Components: Program to educate elementary level emotionally disturbed children. Demonstrates special classroom approach and modified classroom environment for children ages six to twelve. Personnel work closely with the county mental health center and with the system's liaison teacher program. Facilities are available for observation.

Program: Child Advocacy - Open Classroom for Children with Learning Disabilities
Administrative Unit: Moore County
Contact Person: Mrs. Lauraellen Douglass, Chairman, Programs for Exceptional Children
Level: Elementary
Components: The Child Advocacy - Open Classroom plan funded under Title VI-G for learning disabled children is designed to demonstrate the education of the child within a totally re-designed mainstream classroom. The program makes use of the concepts of child advocacy, heterogeneous (family) grouping, interpersonal relationships, behavioral confrontation and modified physical environment and is an alternative to traditional programs for learning disabled children. Approximately three percent of the children in the project are learning disabled. The project also serves other exceptional children - VH, LD, and EMR children. The facilities are available for participant-observer training.

Educational District V

Program: Piedmont Regional Program for Autistic Children and Children with Severe Communication, Learning and Behavior Disorders
Administrative Unit: Chapel Hill, University of North Carolina
Contact Person: Dr. Eric Schopler or Dr. Robert Reichler
Program TEACCH, Department of Psychiatry
Memorial Hospital, Chapel Hill, North Carolina

Components: Up to now children in this project have not been served widely in the public schools. The classroom teachers and therapists in the program utilized a developmental approach toward children and have successfully integrated the program within the public system. Parents are also trained as teachers. A separate facility is also maintained for prescriptive evaluation of the entering child. Children range in age from infancy through school age. Project personnel also work closely with the Regional Developmental Evaluation Clinic and mental health centers.

GIFTED AND TALENTED
1974-75

Educational District I

Program: Junior High Block
Administrative Unit: Washington City
Contact Person: Mr. Dan Winslow, Director of Pupil Personnel
Level: Seventh Grade Language Arts-Social Studies
Eighth grade Language Arts
Teacher: Mrs. Dee Congleton and Mrs. Ann Breitman
School: P. S. Jones Junior High School
Components: Freedom, work and the joy of learning are evident in these classrooms. Teacher and student-made materials highlight interest centers within the room. Visitors may encounter small groups of students exploring centers of interest, such as games, reading, creative writing, countries and creative thinking skills. The curriculum is integrated to provide opportunities to discover and explore.

Program: Enrichment 4-12
Administrative Unit: Greenville City
Contact Person: Mrs. Ann Harrison, Chairman, Programs for Exceptional Children
Level: Four through Twelve
Teacher: Ms. Sandra Bassler and Mrs. Joyce Heugulet
School: Four Elementary Schools
Components: These itinerant resource teachers work with mainstreaming, problem solving, inquiry and a variety of processes in all areas as enrichment for students. The program is oriented toward individual interests of the student with a focus of discovery as the overall philosophy. These itinerant resource teachers' love for teaching and children is a carryover in the attitude and atmosphere of this exciting learning climate.

Program: Enrichment 4-12
Administrative Unit: Greenville City
Contact Person: Mrs. Ann Harrison, Chairman, Programs for Exceptional Children
Level: Junior High
Teacher: Ms. Annette Hawley, Ms. Stella Smith, Ms. Pat Sheppard, and Ms. Faye Creegan
School: Aycock Junior High School and Agnes Fullilove
Components: These teachers work in a junior high Language Arts-Social Studies program in a block team teaching approach at times pulling out individual students for independent study.

Program: Enrichment 4-12
Administrative Unit: Greenville City
Contact Person: Mrs. Ann Harrison, Chairman, Programs for Exceptional Children
Level: Junior High
Teacher: Ms. Diana Coble and Ms. Wende Allen
School: Aycock Junior High School and Rose High School
Components: The teachers serve as a mentor in working with individual students on projects of their own choosing. This is unique in the State as a process of decision-making as first used in the selection to decide on the projects. This program is found in grades 8-9 (Coble) and 10-12 (Allen).

Educational District II

Program: Itinerant Resource in Art and Language Arts-Social Studies
Administrative Unit: Brunswick County
Contact Person: Ruth White, General Supervisor
Level: Elementary and Junior High
Teacher: Mrs. Greta Sanders
Components: Mrs. Sanders conducts an itinerant resource program in Art in several different schools. The students and teachers have found this an exciting program culminating in an Art Fair. The program continues as a correlated program for fifth through eighth graders in Language Arts-Social Studies at Southport Middle School. These teachers draw from all the resources of this coastal area in creating a teaching-learning climate that both enriches and stimulates their students. Several new staff have been added this year to expand the gifted/talented art program at the elementary level.

Educational District III

Program: Self-Contained
Administrative Unit: Durham City
Contact Person: Mrs. Mary Brooks, Chairman, Programs for Exceptional Children
Level: Sixth grade
Teacher: Mrs. Jane Byrd
School: Club Boulevard School
Components: This outstanding teacher has attended the Middle Grades Career Exploration Institute and has adapted learned techniques and methods in her classes. Mrs. Byrd is especially skilled in developing creativity in her students and is integrating aspects of Career Education into her academic program.

Program: Mathematics Enrichment
Administrative Unit: Raleigh City
Contact Person: Dr. R. Curtis Fleshman, Director, Special Programs
Level: Sixth Grade Centers
Teacher: Mrs. Harriet Sloan and Mrs. Louise Maye
School: Crosby-Garfield, Lucille Hunter, Washington, Wiley
Components: Mrs. Maye divides her time equally between Washington and Hunter; Mrs. Sloan between Crosby and Wiley on a three-week-per-school rotating basis. During the three-week period, the teacher works with approximately 60 students--twelve in each of five separate classes. Emphasis is placed upon attitude toward Math and the learning experience rather than content. The teachers employ techniques which develop and sharpen students' creativity, curiosity and imagination. Inquiry and self-discovery are encouraged. Curriculum content is determined in a large part by the students. Areas of Math in which the students are especially interested are covered. Topics selected by the students include fractions, decimals, the Metric System, computer math, use of the slide rule, integers, introduction to Algebra, probability and statistics.

Educational District IV

Program: Eighth Grade Block of Language Arts-Social Studies
Administrative Unit: Cumberland County
Contact Person: Miss A. Adella Smith, Special Education Supervisor
Level: Junior High
Teacher: Stewart Stafford
School: Lewis Chapel
Components: Diversity, excitement, the open classroom, creativity, the affective and cognitive domains--all of these are seen in classes conducted by a truly gifted teacher within a block of language arts and social studies.

Program: Resource Teacher in One School
Administrative Unit: Harnett County
Contact Person: Mrs. Ester Johnson
Level: Four through Twelve
Teacher: Mrs. Mary McLucas, Mrs. Leah Woodall, Mrs. Opal Weeks, and Miss Susan Gist
School: Harnett School, Erwin School, Dunn High School, and Buies Creek School
Components: Two teachers have attended either the Governor's School Institute or the Middle Grades Institute. All teachers are itinerant within their school as the children come from regular classes to them for enrichment, creative activities, and independent work. A visit here is a real

highlight in education.

Program: Resource Enrichment Program
Administrative Unit: Scotland County
Contact Person: Mrs. Flora G. Jordan, Chairman, Programs for Exceptional Children
Level: One through Four and Nine
Teacher: Mrs. Helen Gustofson
School: South Scotland School and Laurinburg Junior High School
Components: Children come to the intinerant resource teacher during the week for enrichment in special areas of their interest. They find most of their individualized instruction and continuous progress is designed to meet their needs far beyond efforts that the regular classroom teacher is able to do.

Program: Math, Language Arts-Social Studies
Administrative Unit: Scotland County
Contact Person: Mrs. Flora G. Jordan, Chairman, Programs for Exceptional Children
Level: Five through Eight
Teacher: Miss Star Godfrey, Mrs. Catherine Fulton, Ms. Betty Myers
School: Central School and Washington Park School
Components: These Classes are made up of students who have exceptional ability in math, language arts or social studies. With the needs and desires of these students in mind the teachers use many exciting ways to enrich the regular curriculum.

Program: Seventh Grade Language Arts-Social Studies
Administrative Unit: Fayettevelle City
Contact Person: Mrs. Betty Cline, Chairman, Programs for Exceptional Children
Level: Seventh Grade
Teacher: Mrs. Ruby Murchison
School: Washington Drive Junior High School
Components: Mrs. Ruby Murchison at Washington Drive Junior High School places the improvement of thinking and learning skills and developing creativity through individual talent as the center of the class's learning environment. "Communication and Media" begins the year with a total use of the community for resources. From this, a differentiated program of learning is planned cooperatively by the teacher and students through varied teaching-learning styles. Mrs. Murchison sees this program as being educationally challenging for her as well as for the students with 29 different students making connections with ideas in 29 different ways

Educational District V

Program: Sequential Program
Administrative Unit: Winston-Salem/Forsyth
Contact Person: Mr. C. Douglas Carter, Chairman, Division of Instruction
Level: Third through Twelfth Grade
School: Brunson Elementary, Wiley Junior High, Paisley High, Reynolds
Components: This program begins in grade three and progresses through college level courses stressing basic academic skills, acceleration in subject matter, and development of individual and creative talents.

The special component is the overnight field trips where students at various grade levels travel within and outside the State studying historical, cultural, natural and ecological aspects of their journey. Culminating activities include displays and dramatic skits.

Program: Itinerant Resource for Enrichment
Administrative Unit: Chapel Hill
Contact Person: Mrs. Jessie Gouger, Director of Elementary Education
Level: Fifth and Sixth Grades
Teacher: Mrs. Louise Toney, Miss Libby Huggins and Mrs. Lynn Fulton
School: Glenwood, Estes Hills, Carrboro, Ephesus Road Elementary School, Elizabeth Seawell and Frank P. Graham
Components: The emphasis in this program is on the developing of creative talents and interaction. Mrs. Toney, Miss Huggins and Mrs. Fulton create programs in two schools each spending part of the day in each school every day. These three teachers' flexibility and personal creativity have enriched these classes with thinking and feeling through film and book making, contests with creative aero-space machines, mathematical puzzles budding into crafts, along with creative writing relating to fantasy and humanism.

Program: Block
Administrative Unit: Gaston County
Contact Person: Miss Ruth Angel, Supervisor, Programs for Exceptional Children
Teachers: Mrs. Elizabeth Grigg and Mr. Gary Britt
School: W. P. Grier Junior High School
Level: Seventh Grade
Components: Mrs. Grigg and Mr. Britt share teaching responsibilities for two classes of high ability students with Mrs. Grigg serving as language arts-social studies teacher and Mr. Britt assuming leadership in math and science.

They have established environments that are rich with opportunities for pupils to explore, question, create, react, experiment and pursue in depth their special areas of interest. Resource people from the community are used

to provide broader experiences in many areas of classroom study.

Creative writing efforts and individual project work are outstanding features of the program.

Program: A Comprehensive Program in the State--Resource Teachers Through Advanced Placement
Administrative Unit: Charlotte/Mecklenburg
Contact Person: Mrs. Betty Stovall, Director, Talent Development
Level: Primary through Senior High
Components: The special component, the Itinerant Resource Teachers Program, exists in some schools from kindergarten. It supplements but does not supplant the work of the regular classroom teacher giving enrichment and indepth study in areas of the students' interests and individual teacher competency. The youngsters, working independently and/or in small groups, are drawn from regular classes as the resource teacher makes her itinerant rounds through the schools assigned to her. The inquiry method is stressed in the classes as are various other communication-learning-teaching styles. This school system is divided into ten districts, each containing a high school and its feeder schools. The advanced placement classes result in many high scores which in turn give both accelerated placement and course credit at the college level.

The high schools have an "Escrow Program" arranged by the school system and UNC-Chapel Hill for very highly competent students enabling them to acquire college credit while still in high school by attending classes at UNC-Chapel Hill.

Educational District VII

Program: Fifth-Sixth-Seventh Grade Combination and Self-Contained Class
Administrative Unit: Avery County
Contact Person: Mr. Rodger C. Crenshaw, General Supervisor
Level: Upper Elementary
Teacher: Mrs. Margaret Ollis
School: Crossnore School
Components: This mountain public school with a pupil population of local children and boarding students from other regions of the State is unique. The gifted class of approximately 20 children is made up of eligible fifth, sixth and seventh graders. The teacher realizes she is unable to teach the old-fashioned textbook way and integrates the curriculum for her students and teaches them together. It is a real non-graded approach with a good deal of small group work and independent work, with emphasis from year to year in particular areas. This year, emphasis is in Language Arts and Math.

Program: Itinerant Resource in Cultural Arts.
Administrative Unit: Alleghany County
Contact Person: Miss Donna Jones, General Supervisor
Level: Elementary, High School
Teacher: David Reynolds
School: Piney Creek, Glade Creek, Sparta Elementary, Alleghany High
Components: This program uses a non-graded approach on levels five through eight in three elementary schools for enrichment in Art, Music, and Drama. The teacher works in each school for six weeks with the eligible children removed from the regular classroom for several hours per day during this period of exciting cultural stimulation. Part of his time is spent in the high school in organizing a Drama Department for talented students.

Program: Open Classroom Philosophy
Administrative Unit: Lenoir City
Contact Person: Mrs. Helen Harman, Principal
Level: Primary
Teacher: Entire Faculty
School: East Harper Elementary
Components: A primary open classroom philosophy with multi-age grouping. Individual needs are met and challenged by a stimulating staff which works closely with each other in planning and developing a warm environment and a rich educational experience for developing creative potential and academic talents.

Program: Open Classroom K-8
Administrative Unit: Watauga County
Contact Person: Dr. F. L. Barker, Superintendent
School: Hardin Park, Dr. Warren Anderson, Principal
Components: An open classroom concept with diagnostic prescriptive teaching as the major ingredient for identifying and meeting individual abilities. This program also has a special component for the learning disabled child who may be high potential low achieving because of some handicapping condition. Within the open classroom concept, the bright child receives individual assistance and his abilities are challenged.

Program: Twelfth Grade Block of Language Arts
Administrative Unit: Watauga County
Contact Person: Dr. F. L. Barker, Superintendent
Level: Senior High
Teacher: Mrs. Mary Frances Elvey
School: Watauga High School

Components: This program has a number of teacher-learning situations which give bright senior high students an enriching program in the Language Placement Program and twenty in an "honors" class. In addition to her creative ideas, Appalachian State University places honor language arts student teachers with Mrs. Elvey's classes and they conduct imaginative mini-courses throughout the year.

Educational District VIII

Program: Language Arts Social Studies
Administrative Unit: Hendersonville City
Contact Person: Mrs. Hilda Olson, Director of Elementary Education
Level: Seventh rade
Teacher: Mrs. Ruth Jones
School: Hendersonville Junior High School
Components: Mrs. Jones' ability to draw on the events of the times and projections of the future make her classes come alive with drama built around mini-units, closed circuit TV and the resource people of her community.

Program: All Grades Humanities
Administrative Units: Haywood County
Contact Person: Ms. Betty Barnes, Special Education Coordinator
Level: Junior High
Teacher: Mrs. Colene Cody
Components: Mrs. Cody develops this humanities program around the interest of her students. Each year the students decide what they will study in depth and how long. Within the area selected, each student can choose his individual inquiry study. This is shared with the entire class. Units such as china, food, games and arts are researched, experimented with through real meals and simulation games. An atmosphere of effervescence pervades the ecstasy in education found here.

Educational District III

Program: Services for Hearing Impaired Children
Administrative Unit: Wake County
Contact Person: Ms. Helen Gay, Consultant, Programs for Exceptional Children
Level: Preschool: through School Age
Teacher: Mildred Blackburn, Vivian Dalmas, Connie Gabriel and Betty Richards
School: Cary Elementary School
Components: The program provides services for hearing impaired children and their parents. The instructional staff includes one preschool teacher (self-contained class), one resource teacher (first and third grade), and one primary class (self-contained class). The primary class of four hearing impaired children is integrated with eight children with normal hearing. The instructional staff also includes a teacher providing total communication to four children who have not responded to the oral direct approach. Emphasis is on language and academics. Parent education and involvement are important features of this program.

Program: Services for Hearing Impaired Children
Administrative Unit: Durham City and Durham County
Contact Person: Althea Holmes, Supervisor of Special Education (Durham County)
Ms. Mary Brooks, Supervisor of Special Education (Durham City)
Teacher: Ilene Withner and Edith Blair
School: Training Center for Hearing Impaired Children (St. Stevens Church)
Level: Preschool and School-Age
Components: This program is built on a strong language base with parent education and counseling as important features. The instructional staff includes three preschool teachers (self-contained classes). One of the preschool staff serves as an itinerant teacher (half-day). A full-time/itinerant teacher serves children integrated into the regular classroom. There are approximately four integrated classes for hearing impaired children in the school systems.

Educational District VI

Program: Services for Hearing Impaired Children
Administrative Unit: Gaston County
Contact Person: Ruth Angel, Special Education Supervisor
Level: Preschool and School-Age
Teachers: Mary C. Metealfe, Pat Moretz, Paula Suddreth, Mary Emma Hambright and Carolyn Young
School: Sherwood Elementary

Components: The program is built upon the child's needs with a variety of levels offered. There are five teachers--one preschool, three primary, and one teacher working with speech. The preschool teacher serves as a resource person to the primary-elementary level and as a teacher in a self-contained class is integrated one half-day with hearing peers (seven hearing and and six hearing impaired). There exists a parent organization, community support, and strong administrative services.

Educational District VIII

Program: Services for Hearing Impaired Children
Administrative Unit: Haywood County
Contact Person: W. T. Bird, Superintendent
Level: Elementary Through Senior High
Teacher: Flora Slaughter
School: Regional Support Technical Assistance Center
Components: The program provides itinerant resource services to approximately 70 hearing impaired pupils in a seven-county region. The resource teacher is (1) serving as a resource to classroom teachers who serve hearing impaired pupils in the regular classroom; (2) recruiting and training volunteers for tutorial service (one-to-one and small group); (3) planning and implementing a parent training program; (4) providing direct academic assistance (includes hearing aid maintenance, counseling and language development) to individual hearing impaired pupils; and (5) coordinating individual needs of pupils with appropriate supportive personnel.

LEARNING DISABILITIES
1974-75

Educational District I

Program: The Engineered Classroom: Program for students with Learning and Behavior Problems
Administrative Unit: Currituck County
Contact Person: Jerry Blake, Superintendent
Level: Elementary
School: Central Elementary School
Teacher: Johann Bleicher
Components: This Title VI-B sponsored program replicates the Engineered Classroom pioneered by Dr. Frank Hewett in Santa Monica, California. The program has been demonstrated effectively in working with emotionally disturbed children and youth, successfully returning them to the mainstream of education. It embodies the concept of a sequential development of affective and cognitive skill steps and allows the student to function at any of those levels within the classroom until the last mastery is reached indicating a readiness to cope with all aspects of the classroom and thus mainstream education.

Program: Program for Children with Learning Disabilities
Administrative Unit: Pitt County
Contact Person: Mrs. Patsy S. James, Chairman of Programs for Exceptional Children
Level: Elementary
Teacher: Betty R. Quinn
School: W. H. Robinson School, Winterville, North Carolina
Components: This program, funded under Title VI-B, demonstrates diagnostic-prescriptive teaching and the resource room approach to teaching elementary-age children with learning disabilities. Personnel depend upon own school resources, university resources and other community agencies. Unit is available for participant-observer training.

Educational District II

Program: Environmental Studies Program
Administrative Unit: Carteret County
Contact Person: Mrs. Shirley J. Babcock, General Supervisor
Level: Secondary
School: East High School and West High School
Components: This program, in the senior high schools of Carteret County, is an alternative to the traditional high school program and makes use of voluntary participation,

student-faculty conducted learning experiences and the community as a base for study. Since it is elected for participation in by students and is open to all students, it has particular appeal and benefit to those who have found the formal high school program difficult to cope with. The program participant's emphasis on student's responsibility for what is learned and collaborative rather than competitive behavior makes it particularly suited to many secondary level students who have been diagnosed as emotionally disturbed and learning disabled.

Program: Program for Children With Learning Disabilities and Emotional Disturbance
Administrative Unit: Raleigh City
Contact Person: Mrs. Alice Burrows, Myrtle Underwood School (Preschool)
Clifton T. Edwards, Myrtle Underwood (Elementary)
Level: Preschool and Elementary
Teacher: Eileen Cotter
School: Myrtle Underwood School
Components: This classroom has a program at the elementary level for emotionally disturbed and learning disabled children. Preschool project, (Project Enlightenment) demonstrates educational and preventive approaches. Elementary level classrooms demonstrate use of self-contained and block arrangements. Preschool program utilizes a backdrop class of "normal" preschoolers into which problem children are brought for observation and intervention. Facilities are available for observation.

Educational District IV

Program: Child Advocacy-Open Classroom for Children with Learning Disabilities
Administrative Unit: Moore County
Contact Person: Mrs. Lauraellen Douglass, Chairman, Programs for Exceptional Children
Level: Elementary
Components: The Child Advocacy-open classroom plan funded under Title VI-G for learning disabled children is designed to demonstrate the education of the child within a totally redesigned mainstream classroom. The program makes use of the concepts of child advocacy, heterogeneous (family) grouping, interpersonal relationships, behavioral confrontation and modified physical environment and is an alternative to traditional programs for learning disabled children. Approximately three percent of the children in the project are learning disabled. The project also serves other exceptional children - ED, EMR, and VH. The facilities are available for participant-observer training.

Educational District V

Program: Prescription Generating Center
Administrative Unit: Chapel Hill
Contact Person: Dr. Ann Patterson (Division for Disorders in Development of Learning)
Components: The Division for Developmental Disorders, of the Developmental Evaluation Clinic, University of North Carolina, maintains a prescriptive facility which works closely with local school units. Project personnel write educational prescriptions on referred children and work with local school teachers in implementing the prescription in their classrooms. The children seen are those with learning disabilities. Facilities are available for observation, consultation and inservice training.

Program: Exceptional Children - Resources (Includes LD, ER, VI, ED)
Administrative Unit: Greensboro City
Contact Person: Joanne Hall, Exceptional Children/Resource Teacher Coordinator
Level: Primary and Intermediate
Teacher: Elizabeth J. Walker
School: Lindley Elementary School
Components: Teamwork is the key to success in the Greensboro Public Schools resource program. The classroom teacher makes her referrals to the pupil personnel team in her school (psychologist, counselor, speech clinician, nurse, resource teachers). This team evaluates the referrals and subsequently the appropriate team member works with the child and his special needs.

In schools where there is no pupil personnel service team, a teacher makes referrals to the PPS Central Office, and her needs are met from there. With each member of the PPS team working to support one another, we are bound for success!

Program: Learning Disabilities
Administrative Unit: Burlington City
Contact Person: Maxine H. O'Kelley, Director, Pupil Personnel Services
Level: Primary and Junior High
Teacher: Jane M. Russell, Cornelia Yates, and Gregg Lee
School: Sellars-Gunn, Hillcrest Avenue, Glenhope and Grove Park
Components: This program uses the self-contained approach for children with LD problems. Pupils are worked with on a one-to-one basis much of the time. In specific situations they may be grouped in small groups. The diagnostic-prescriptive technique is most commonly used. Many good teacher-made materials are used to better meet the exceptional needs of these LD pupils. In time, we are looking forward to returning these pupils to the regular classroom with very close supervision from the teacher of LD pupils.

Educational District VI

Program: Program for Children with Learning Disabilities
Administrative Unit: Charlotte/Mecklenburg
Contact Person: Mrs. Caroline Bender, Supervisor, Learning Disabilities Program
Teachers: Jerry Saunders (Highland Elementary), Jane C. Gregory (Oakhurst Elementary), LaNita Ann Mullis (Clear Creek School) and Jane S. Cowan (Euclid Learning Development Center)
Components: Program demonstrates resource room teaching approach for children with learning disabilities at the elementary and junior high levels. Personnel work closely with system's pupil personnel services teams. Teachers are also depended upon to do their individual educational diagnostic work.

Program: Program for Children with Learning Disabilities
Administrative Unit: Shelby City
Contact Person: Mrs. Juanita P. Burns, Director of Special Services
Components: Program funded under Title VI-B demonstrates diagnostic-prescriptive teaching and resource room approach to teaching elementary-age children with learning disabilities. Personnel depend upon own school resources, community agencies and Title VI-B funding for professional support. Facilities are available for participant-observer training.

Program: Learning Lab Program for Children with Learning Disabilities
Administrative Unit: Cleveland County
Contact Person: Mrs. Ferne Smith, Coordinator, Programs for Exceptional Children
Level: Elementary
Teacher: Mrs. Helen Johnson
School: Fallston Elementary School
Components: This program uses the resource room approach for children with learning disabilities. Students are scheduled in small groups to spend some time each day in the learning lab. The teacher uses diagnostic-prescriptive teaching techniques. There is a team relationship between the resource teacher and the student's regular teacher. Through conferences with the resource teacher, the regular teacher is kept informed of child's progress and is given materials and ideas to use while student is in the regular classroom. Good utilization is made of teacher-made materials and adaptations of commercially produced materials.

Program: Creating a Learning Environment for All Disabilities
Administrative Unit: Cleveland County
Contact Person: Mrs. Ferne Smith, Coordinator, Programs for Exceptional Children

Level: K-6
Teacher: Miss Reta Vollbracht
School: Polkville Elementary School
Components: This program is designed to demonstrate the education of the exceptional child within the mainstream classroom as much as possible. The teacher serves educable mentally retarded, mildly emotionally disturbed and learning disabled children (this is the largest group). The procedure is to discover the child's learning style and to use diagnostic-prescriptive teaching techniques. There is a learning lab or resource room but the teacher works within the regular classroom. The children go to the lab only when the teacher feels she needs to have them separated for more intensive work or they go on a special assignment. Many centers are set up in the lab where many different activities can take place simultaneously. Through mainstreaming exceptional children and providing the classroom teacher the services of a resource teacher who can be both a consultant and a resource person, the attitudes of all classroom teachers toward identified handicapped children will be the same as toward other children--acceptance and a willingness to work with them. Parent conferences and parent workshops are a part of this program.

Program: Learning Disabilities
Administrative Unit: Charlotte/Mecklenburg
Contact Person: Jerald Moore, Director of Educational Disabilities
Level: one through Six
Teacher: Jane C. Gregory, Jerry Saunders, Jane S. Cowan, LaNita Mullis
School: Graham Learning Development Center, 1400 N. Graham Street
Components: The LD resource teachers are an integral part of the District Service Units of the LD Centers. Their role is to develop an awareness of and disseminate information about the LD program. To facilitate this, they will be assigned to the elementary schools within a specific feeder district. In working toward this objective of awareness, the LD resource teachers will conduct a mini-workshop for their respective principals and faculties. Areas to be covered are:

1) Description of the LD program.
2) Identification of students.
3) Request for services procedures.
4) Job description of the LD resource teacher.
5) Demonstration of materials.

Where feasible, the LD resource teachers will work within the regular classroom, providing supportive help to the teacher with materials, techniques and methods.

Program: Learning
Administrative Unit: Stanly/Albemarle
Contact Person: Mr. Bill Seaver, Director, LAD
Level: Kindergarten through Third Grade
School: All City and County Elementary Schools
Components: The program has a sequence which any school unit or teacher can obtain and apply in any grades K-12. The objectives are to enable any classroom teacher to help any child experiencing

severe learning difficulities. Labeling such as retarded, handicapped, etc., has been eliminated.

Educational District VII

Program: A Multi-diciplinary Approach to Adjustment and Learning Problems of Learning Disabled Children
Administrative Unit: Salisbury City
Contact Person: Robert Carmichael, Assistant Superintendent
Mrs. Shirley Ritchie, C. T. Overton School
Components: This program is similar in design to the child advocacy program District IV (Moore County Schools). It is an open classroom funded under Title VI-G that has been restructured to benefit all children including groupings of learning disabled children. It works toward developing in children: intrinsic motivation, positive attitudes toward learning, knowledge about individual differences and self-understanding. A wide variety of resources are made available to children including hetergeneous (family) grouping, guidance and vocational persons and many school and community settings Facilities are available for participant-observer training.

Program: "Together We Can Make It"
Administrative Unit: Davie County
Contact Person: Mrs. Debra Redmon, Chairman, Exceptional Children Programs
Mrs. Bobby Draughon, Director, Pinebrook Elementary School
Teacher: Mary K. Sexton
School: Cooleemee High School
Components: This program focuses on utilizing the regular classroom teacher in remediating and instructing the learning disabled child. The program is located in an open "spaces" situation with all LD children being mainstreamed. Peer tutoring, community and parent involvement play an important role. The project is designed to provide training to visiting teachers in the areas of diagnostic/prescriptive teaching, effective communications and materials development.

Program: Teaming for Training in Learning Disabilities
Administrative Unit: Hickory City
Contact Person: Mrs. Doris Robinson
Teacher: Diana Dowling and Dorothy Steadman
Components: This program utilizies the services of the learning disabilities teaching specialists in the development of skills and procedures for dealing with the learning disabled child and staff development for the regular classroom teacher. Through demonstration, instruction, visitation,

coordination and program development, the LD specialists help the regular classroom teacher and parent better meet the needs of the LD child in the home and school. Community volunteers are trained and utilized extensively in tutoring.

Program: Learning Disabilities, Grades K-4, Project MELD
Administrative Unit: Caldwell County, (Kings Creek Elementary School)
Contact Person: Nelson Brookshire, Director, Programs for Exceptional Children
School: Kings Creek School
Teacher: Gail Bradford
Components: The resource teacher is an integral part of this program. Early screening, with extensive follow-up and an individualization based on the learning disabled child's particular learning style is of primary importance. Parents are involved through regularly scheduled rap sessions. Research is being conducted with at least a three year follow-up on the children involved in the program.

PHYSICALLY HANDICAPPED
1974-75

Educational District V

Program: Instructional Program - North Carolina Memorial Hospital
Administrative Unit: Chapel Hill
Contact Person: Mrs. Natalie Harrison - Supervising Teacher
Components: The total number of children served at the hospital is over 270. School services are extended to all school-age children on the pediatric floor, the psychiatric wing, the intensive unit, and the cleft palate and speech rehabilitation center. Chapel Hill provides supervision, bookkeeping, materials, and supplies. The hospital provides housing, maintenances, classroom and office space. The program is a contribution to the welfare of the "whole child" and offers an opportunity for those who have been unable to attend school because of their health to do so. Evaluation of the program through the child's teacher, parent, or the child himself, shows that the instruction has been helpful in making the transition from the hospital to the classroom. The physical set up of the classroom is very pleasant although limited in space. The teachers have seen over 250 different patients this year with an average daily attendance maximum of 28 pupils. There is good acceptance and cooperation with the medical staff, nurses, play therapists, and the service staff.

Program: Greensboro Cerebral Palsy and Orthopedic School
Administrative Unit: Greensboro City
Contact Person: Frank L. Saunders, Director, Programs for Exceptional Children
Mrs. Benny Inman, Director
Greensboro Cerebral Palsy and Orthopedic School
Components: The Greensboro Cerebral Palsy and Orthopedic School is a day center for orthopedically handicapped individuals of all ages. Services provided through the school are:

Preschool	Physical Therapy
Kindergarten	Occupational Therapy
Grades 1-12	Speech Therapy
Crafts	Medical Diagnosis and Treatment
Recreation	Dental Diagnosis and Treatment
Library	Counseling

Students include those with cerebral palsy, muscular dystrophy spina bifida and other conditions. Classes in typing, home economics and other specialized subjects are taught, as well as the usual academic subjects. Children who need to do so may complete all requirements for high school graduation at this school. An open classroom approach to education is used at the hospital school with students going freely from interest center to interest center fulfilling their "contract".

SPEECH/LANGUAGE IMPAIRED
1974-75

Educational District V

Program: Speech/Language Impaired
Administrative Unit: Greensboro City
Contact Person: Frank Saunders, Director of Special Education
Level: Elementary and Secondary
Components: The program has 13 certified clinicians. Clinicians are using the intensive cycling approach. Schools screening K-3 receive intensive speech and language services. The pupils in the next highest grade level (4-6) are served on a referral basis. These referrals are for pupils who demonstrate severe speech and language disorders. One clinician provides direct services to those junior/senior high students with severe speech, language and hearing disorders. These services are on a half-time basis.

The school system has a diagnostic speech and language clinic one day a week for the purposes of (1) providing in-depth school-age pupils and (2) outlining intervention programs to clinicians who coordinate the speech, language and hearing program and who also serve as the clinic staff. The 1973-74 demographic information: 3,173 pupils had hearing screened by clinicians; 693 pupils had speech and language evaluation; 617 pupils were enrolled for therapeutic services with 256 pupils or 41% being dismissed as having corrected speech and language.

Educational District VI

Program: Speech/Language Impaired
Administrative Unit: Charlotte/Mecklenburg
Contact Person: Jerald Moore, Director of Educational Disabilities
Level: Elementary
Components: The program offers a variety of approaches to meet the communicative needs of children. Some of the certified clinicians in this metropolitan area are utilizing a behavior modification approach to help the children with language disorders. The program works cooperatively with regional clinics. The 1972-73 demographic information: 5,952 pupils had hearing screened by clinicians; 1,949 pupils had speech and language evaluations; 1,949 pupils were enrolled for therapeutic services with 42% dismissed as having corrected speech and language.

Educational District VIII

Program: Speech/Language Impaired
Administrative Unit: Macon County
Contact Person: Kenneth Barker
Level: Elementary and Secondary
Components: The Macon County Schools in cooperative arrangement with the Cherokee, Clay, Graham, Swain, Jackson and Haywood County Schools have an EHA Title VI-B project for a mobile speech, language, and hearing unit. The unit is staffed by one clinician (ASHA Certification in Speech Pathology) and one assistant. The services provided include speech, language and hearing diagnostics, therapeutics and clinician, teacher and parent counseling. Other services include inservice training to clinicians and teachers responsible for the identified children. The program cooperates closely with local health departments regarding referral and scheduling for hearing clinics. Expanded services also include cooperation with local and regional Vocational Rehabilitation Counselors in providing services to young adults from fourteen years and up.

Program: Speech/Language Impaired
Administrative Unit: Jackson County
Contact Person: Paul Buchanan, Superintendent
Level: Elementary and Secondary
Components: The two clinicians are using intensive cycling to serve the eight scattered schools in this mountainous county. The schools were divided to give them equal care loads.

During the block, a student receives services four times a week. The fifth day is spent with severe problems in these or other schools, workshops for classroom teachers on how to assist with follow-up, and planning time for clinicians. The clinicians work together closely and have a hearing conservation program utilizing the Seven-County Mobile Speech and Hearing Unit and otology clinics sponsored by Crippled Children's Services.

TRAINABLE MENTALLY RETARDED
1974-75

Educational District I

Program: TMR Program
Administrative Unit: Hertford County
Contact Person: Arthur Brown, Superintendent
Level: Intermediate and Senior High
School R. L. Vann School
Teachers: Mrs. Katherine Jenkins and Miss Linda Weaver
Components: A classroom has been converted into an apartment complex. The students have access to sewing machines, vacuum cleaners, mixers, and other household appliances. The emphasis of the program is homemaking and preparation for employment. Strong components of the program are refinishing furniture and gardening.

Program: TMR Program
Administrative Unit: Elizabeth City/Pasquotank County
Contact Person: Mrs. Shirley Turnage, Coordinator
Level: Elementary and Intermediate
School: Trigg Elementary
Components: This is a program of two levels located in the Trigg Elementary School in Elizabeth City. It is an exemplary program of preoccupational education for trainable mentally retarded pupils. The physical facilities are good. The instructional materials are above average and the teachers and aides are well-qualified.

Educational District II

Program: Sequential TMR
Administrative Unit: New Hanover County
Contact Person: Mrs. Lois Nunalee
School: Washington Catlett, William Blount, and James Dudley
Level: Ages 6-21
Components: This is a sequentially developed program divided into three levels at the following schools: Primary level - Washington Catlett; Intermediate level - William Blount; Secondary level - James Dudley. Outstanding features of the program are the woodworking, crafts, and home arts centers for the older students. Visitors will be impressed with the realistic life situations being used as part of the instructional program. An excellent sheltered workshop is available in the county for further training.

Program: Community Developmental School - Moderate, Severe, and Profoundly Mentally Retarded
Administrative Unit: Goldsboro City and Wayne County
Contact Person: Mr. Larry Livengood
Components: The purpose of the Community Developmental School is to provide

within the framework of the public schools, educational and training opportunities for moderately, severely, and profoundly retarded children. This Title III project is working to develop effective methods of evaluating, prescribing for, and working with developmental lags that exist with these types of children with developmental weaknesses. Individual prescriptive programs are based on the individual needs of each student and they are concerned with the child's gross motor, fine motor, language, cognitive, self-help, and social development skills An extensive community volunteer program and the utilization of "learning stations" help provide as much time as possible for a one to one working situation for each child.

Educational District III

Program: TMR Classes
Administrative Unit: Vance County
Contact Person: Mrs. Jane Meekins
Level: Elementary and Intermediate
Components: This is a single self-contained class taught by a well-qualified teacher and aide. There, one may observe TMR pupils being taught social skills through participation in classroom activities designed for this purpose. The improvement of self-concept is developed through emphasis of the worth and dignity of every member of the class. This class leans more heavily on academic projects than is usually found in a TMR class, but the children appear to be profiting by such instruction.

Education District IV

Program: TMR Program
Administrative Unit: Columbus County
Contact Person: Mrs. Ann Isley
Components: TMR students ages 14-21 are served in this program. The overall emphasis is on economic usefulness. Cooking, homemaking, gardening, horticulture, woodworking and painting are included as well as an excellent job training component which includes maintenance work, food services, child care and service station work. The students are prepared to enter a job in the community or a sheltered workshop.

Program: Sequential Program
Administrative Unit: Fayetteville City
Contact Person: Mrs. Betty Cline, Supervisor, Programs for Exceptional Children
Components: Here, a good sequential program for TMR pupils may be observed. The makeup of the program begins with the preschool

level and runs through elementary, intermediate, secondary and into the sheltered workshop. The pupils are receiving the services of a well-trained faculty. There is a great deal of parent involvement. A strong component is an excellent Physical Education program for the TMR. Movement education is emphasized.

Educational District V

Program: Movement Education
Administrative Unit: Burlington City
Contact Person: Mrs. Maxine O'Kelly
Level: Ages 7-21
School Grove Park School
Components: Using both the North Carolina Physical Fitness Tests and the President's Physical Fitness Test, this Title VI-B project focuses on integrating movement education with the total curriculum. For thirty minutes each day, teachers and aides work with each group of pupils on developing and perfecting:

1) Locomotion skills
2) Following Directions
3) Body movement skills necessary for successful career-oriented activities
4) Skills necessary to participate in lead-up games

The emphasis on skills training is partially integrated with regular physical education classes. Another thrust of the project is parental involvement in the area of motor skills exercises which can be done in the home.

Program: Diagnostic Prescriptive Techniques
Administrative Unit: Chapel Hill - Carrboro
Contact Person: Mrs. Jessie Gouger
Level: 5-9
School: Lincoln Center
Teacher: Mr. Roger Moser
Components: (For visitation after January 1, 1975). This program is designed to serve young prescriptive techniques in a developmental model. The LEARNING ACCOMPLISHMENT PROFILE is one of the primary assessment tools. Specific programming for individual pupils is developed in the form of specific objectives. Error free learning is enchanced by thorough task analysis of individual pupil's curriculum.

Project OUTREACH's staff is available to explain materials, assessment tools, methods and the role of the social worker

in parental involvement in the educational program for handicapped pupils.

Program: Pre-vocational Activities
Administrative Unit: Person County
Contact Person: Dr. David Rogers, Director of Instruction
Level: Ages 12-18
School: South Elementary School
Teacher: Miss Barnette
Components: This class of older TMR pupils is actively involved in pre-vocational activities which help to develop occupational skills such as assembly line processes. The teacher and aide work with pupils to develop good motor coordination in activities which are correlated with academic instruction.

Educational District VI

Program: Sequential Program
Administrative Unit: Gaston County
Contact Person: Miss Ruth Angel, Special Education Supervisor
School: Gaston Children's Center
Components: This is a well-organized sequential program serving 120 pupils in a fine physical facility. In addition to an appropriate curriculum taught by a highly trained faculty utilizing an abundance of instructional materials, there exists an outstanding evaluation program at this school. Pre-occupational education is stressed, tailored to suit the various individual differences of the trainable mentally retarded children in the school.

An abundance of hands-on experiences are afforded pupils in a variety of settings:

1) Home Arts Centers - a small home completely furnished is the training site for home skills,
2) The Green House - houses the gardening program which includes preparing soil, planting of seeds, transplanting, watering, feeding, fertilizing, making hanging baskets, and some outdoor gardening.
3) The Wood Shop - the site for development of sawing, hammering, assembling and sanding skills.

Program: Sequential Program for TMR Pupils Involving Occupational Education Training from Preschool through the Secondary Program
Administrative Unit: Shelby City
Contact Person: Mrs. Juanita P. Burns, Director of Special Services
School: Children's Center
Components: Classes are organized sequentially on all three levels of

instruction for 100 trainable mentally retarded pupils. In addition to the regular training program, instruction in occupational education is integrated at all levels from preschool through the secondary program. The center is serving some severely retarded pupils.

With the assistance of physical education students from Gardner Webb College and Volunteers from the Shelby Junior Woman's Club, the curriculum includes a planned program of adaptive physical educational and recreation.

The Division of Occupational Education has funded a project to this program to develop better instructional techniques for teaching occupational education to trainable mentally retarded children. The occupational education component includes:

1) Two wood shops equipped with power tools where pupils make small objects, prepare decoupage, and and do some chair caning.

2) Five lawn mowers are used in the lawn care program in which pupils are taught to mow lawns, rake leaves, and trim hedges.

3) Training for bus boys includes setting up tables, stacking dishes, and putting dishes in dishwasher.

4) The car care experiences teach pupils to thoroughly vacuum and wash cars.

5) The commericial maintenance program trains pupils to be assistants to maids and custodians.

6) The home skills program provides training in simple sewing skills, ironing, and basic cosmetology (mostly good grooming).

Educational District VII

Program: All Levels - Trainable Mentally Retarded
Administrative Unit: Surry County
Contact Person: Mr. Douglas Cook, Principal
School: Dobson Elementary School
Teacher: Mrs. Alma Hollyfield
Components: These classes offer an individualized program for each pupil with an ongoing vocational program for all pupils. The pupils learn self-help skills, independent skills and future occupational skills.

Educational District VIII

Program: Primary and Intermediate TMR
Administrative Unit: Rutherford County
Contact Person: Amelia Wilkie, Special Education Supervisor
School: Forest City Elementary School
Teacher: Mrs. Jo Bridges
Level: 7-12
Components: A program strength is the utilization of the teacher aide as an instructional assistant. The teacher and aide jointly plan to meet the needs of each individual pupil.

Interaction of students on the playground with regular class pupils provides socialization and motor skills development.

VISUALLY IMPAIRED
1974-75

Educational District III

Program: Itinerant Program for Visually Impaired Students
Administrative Unit: Wake County
Contact Person: Mrs. Hermena Hunter, Chairman of Programs for Exceptional Children
Level: K-12
School: All Schools
Components: All visually impaired pupils in Wake County are served by one itinerant teacher who provides them with varying degrees of individual instruction according to their needs.

Educational District VI

Program: Itinerant Program For Visually Impaired Students
Administrative Unit: Charlotte/Mecklenburg
Contact Person: Jerald Moore, Director of Educational Disabilities
Level: K-12
School: All Schools
Components: All visually impaired pupils in Charlotte/Mecklenburg are served by four itinerant teachers who provide them with varying degrees of individual instruction according to their needs.